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ABSTRACT

Each year, almost one-third of adults in Denmark participates in some kind of adult education activity. Danish cultural and educational tradition is based on Folkeoplysning, a process in which personal learning in all areas of life is transformed into both life competence and usable occupational abilities. Increasingly, developments in Denmark's adult education system are being influenced by internationalization and globalization. The Danish adult education and continuing training system is undergoing a process of radical reform designed to meet the education and training needs of individuals with low levels of educational attainment and workers needing to update existing qualifications or acquire new ones. The Danish system consists of a nonqualifying/nonformal component (delivered through university extramural departments, residential and nonresidential folk high schools, production schools, and special education and literacy courses for adults) and a qualifying education component (consisting of a general adult education system, courses for adult immigrants, labor market training, adult vocational education and training, and open education modules). Denmark has several support schemes for individuals participating in education: the Danish State Education Grant and Loan Scheme; leave benefits; education and training allowances for unemployed individuals and for participation in labor market training courses; unemployment benefits; and social cash benefits. Contains a 14-item list for further reading. (MN)

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Adult learning in Denmark

Ministry of Education 1997

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Foreword

Lifelong learning - the principle that all citizens should have the opportunity to return to education throughout life - is a central concept in the development of education and training, pedagogics and subjects all over the world.

The trend has already pointed in that direction for several years, but learning throughout life is of more vital importance today than it has ever been. The development of society - whether within technology, economics, communication or transport - is moving faster than ever, and we can only expect that it will move even faster in the future. This feature can be seen all over the world, and it is certain that the accelerating development will make more and more heavy demands on citizens in that they will con-

tinuously have to acquire the qualifications for which there is a need at any given time. Thereby, the mere ability to learn becomes central, and the present development for instance in Denmark does in fact also show that it is not only the vocational but also the personal qualifications which are in demand in the labour market.

The world of today is not only moving fast, it is also more interconnected than it was before. We are closer to each other, we cooperate more, and we can learn more from each other than only a few years ago. This is not least the case in the area of education and learning where the knowledge of and inspiration from the education systems of other countries are of decisive importance for the further development of ones own national courses of education. UNESCO's 5th World Conference on Adult Learning in Hamburg in July 1997, where this publication will be presented, is a magnificent example of how we can cooperate internationally within the context of lifelong learning.

Denmark willingly contributes to the transnational exchange of educational ideas and methods. We would like to learn from other nations, but we also think that we can contribute with inspiration. On the one hand, we have a long tradition of lifelong learning, and on the other hand we have developed our education and learning system so that it - on the basis of this tradition - has been given a modern form which enables it to satisfy the increasing demands of the present time.

That is what we would like to give an account of in this publication on „Adult learning in Denmark."

Ole Vig Jensen
Minister of Education

Themes in the Development of Adult learning in Denmark

Every third adult is attending school
A comprehensive offer - basis for large-scale participation

Each year, almost every third adult in Denmark takes part in adult education and continuing training activities of some kind. The country has a well-knit network of education and training opportunities so geographical barriers play a relatively small role. The offers comprise courses aiming at widely different qualifications and competencies so that the individual has good opportunities of pursuing his or her own education and training or learning goals. The public sector is deeply involved in most forms of adult education and continuing training - which are based on legislation and an extensive public financing or co-financing. A significant private course activity does however also play a role in the education and training of adults.

The aims of adult education and continuing training
The development of society makes demands on adult education and continuing training.

Fundamental democratic values such as responsibility, understanding and respect of others are important elements of Danish culture. These values are established and developed both through the education system and in the civil society which is to a great extent characterised by an extensive organisation in associations around the citizens' own activities. The Danish education system focuses on both vocational, general and personal qualifications, and

the courses of education aim at creating good prerequisites for the participants' personal life as well as for their participation in social and working life.

In recent years, the ever increasing qualification demands of working life have played an increasing role in the Danish educational policy. It is the aim of this effort to ensure that all - both young and old - people have knowledge resources and a lift in terms of qualifications which enable the workforce to compete in the global market. It is furthermore the aim to ensure that citizens have general qualifications which provide the individual with an insight into and a possibility for active democratic participation.

"The Danish model"

Like all other educational activities in Denmark, adult education has a broad aim, and it is characteristic that, socially, all parts of the education system are - to a varying extent - expected to comprise elements which are aiming at the development of both personal and vocational, social and societal qualifications and competencies.

Democracy and 'folkeoplysning'

'Folkeoplysning, - this concept which forms the basis of the Danish cultural and educational tradition - makes it difficult to compare Danish education with that of any other country. Freedom is a vital necessity for 'folkeoplysning', as it creates the ability to assume self-administration and responsibility which again is a vital necessity for the democratic Danish system of society.

'Folkeoplysning' thus not only forms the basis of non-formal education and learning, but it is considered as an important prerequisite for the ability to carry through the entire "lifelong learning project". In Denmark, we like to commit each other to a popular awareness that it is the broad, general human qualifications which can develop the competencies demanded from people who are at any given time citizens in the multicultural global society of the future.

The tradition of 'folkeoplysning' builds on a consistent linking together of elements such as personal development, sense of community and vocational education and the individual person's responsibility for democracy - both in the local community and in society as such. 'Folkeoplysning' can be seen as a process in which the personal learning in all areas of life is transformed into both life competence and usable occupational abilities.

Like so many others, the area of 'folkeoplysning' is facing a new challenge on the threshold to the next millenium: How can it take part in a labour market-oriented qualification process and at the same time maintain its particular character as a democratic and enlightening activity? Can the "method" of 'folkeoplysning' be a tool which can contribute to the curbing of the increasing marginalisation of the groups of the population who have the greatest difficulties in maintaining their place as citizens and productive individuals in the "normal" society?

Globalisation

The development in the Danish adult education system is to an increasing extent characterised by the internationalisation and globalisation which are characteristic features of the latter half of the 20th century. It both manifests itself in greatly extended relations between the Danish education system and education in other countries and in that central parts of the educational policy are developed more or less alike in many countries. Also international comparisons are for instance playing a more and more central role in the educational debate.

Recent years have seen endeavours to develop a global angle to both general and vocationally oriented subjects in the entire adult education and continuing training area. Danish adult education and continuing training institutions participate in development projects and exchanges at Nordic and European levels, in particular.

Important new initiatives of recent years have been the exchange of ideas and export of Danish know-how in the field of adult education to the new democracies in Central

and Eastern Europe and the Baltic States, for instance about labour market training, general adult education, non-residential folk high schools and youth schools. During the period 1995-97, Danish adult education institutions have initiated approx. 1100 transnational and 150 national projects with funding from EU-programmes. The Nordic Council has in the same period funded approx. 20 projects with Danish initiators. In a number of developing countries, Danish folk high schools are moreover cooperating with local players on the transplantation of the ideas of 'folkeoplysning' and the folk high school movement. Furthermore, a great number of Danish educational institutions take part in European and international cooperation as partners in other countries' initiatives.

Education and training for all

Education and training - and not least adult education and continuing training - are thus seen as important means to attain social goals such as equality, democratic participation and the upgrading of the qualifications of the workforce. The public sector therefore ensures and contributes to ensuring a wide-ranging and very differentiated offer of education, training and 'folkeoplysning' for adults. The offer comprises a very wide range of education and training ranging from qualifying education at a high level to very informal and general learning activities. (A more detailed description of the individual offers can be found on pp.25-39). The public sector's involvement varies from total funding to minor grants and from total regulation to very limited rules.

Focus on people with a low level of educational attainment

The offer of education and training and 'folkeoplysning' has traditionally had a relatively high rate of participation. In Denmark, there have however, as in other countries, been large groups who have either not at all or only to a very limited extent made use of the available opportunities. The adult education policy of recent years has in particular

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focused on this group. The endeavours made in this area have aimed at avoiding or limiting marginalisation of the large groups of unemployed with a low level of educational attainment.

These endeavours have been made, because fewer and fewer jobs can be performed with very modest qualifications. That is the reason why people with a low level of educational attainment are overrepresented among the unemployed and why they are considered to be the ones who are most threatened by marginalisation. Furthermore, society cannot "afford" the loss in terms of qualifications which these groups represent - when faced with the change in the composition of the population which will take place in the years to come when a smaller workforce has to support a larger group of children and old people.

In addition to the specific vocationally oriented contents, the education and training effort vis-à-vis these groups also comprises general elements which are to contribute to improving their possibilities of taking part in ordinary social life.

The challenges of working life

At the same time, the existing jobs are developing more and more dynamically both in terms of technology and organisation, and this means that the qualifications once acquired by the educated part of the workforce are becoming more and more rapidly outdated. Therefore, also this group is demanding efforts in terms of adult education and continuing training. In the coming years, there will furthermore be a need for the workforce to postpone its retirement from the labour market. As the senior members of the workforce quite naturally have the oldest qualifications - and furthermore have a lower level of educational attainment than the younger ones - the political initiatives in favour of the senior members of the workforce will also comprise continuing training efforts.

Also in relation to the employed there is a need for an effort with a broad aim. The purely professional upgrading

of qualifications is usually accompanied by general education with a personal and general content.

The development of the political system means that citizens are required to take part in the democratic processes in far more areas than in the past. The decentralisation to the local political level and to the public institutions (schools etc.) which has been implemented in the past decades for instance give the citizens new democratic tasks.

Broad qualifications

The qualification which adult education and continuing training are to contribute to is - on the basis of the demands created by the development of society - formulated very broadly and comprises personal and social as well as occupational/technical qualifications. This means that there is a need to involve the entire adult education system in the effort.

In order to ensure the development of the qualifications and competencies of the *entire* population - which is necessary - efforts must be aimed at developing adult education and training offers. This can be done: a) by introducing mechanisms and procedures to ensure that the offers correspond to the demand and b) by ensuring that potential participants are offered favourable financial conditions with regard to participation in education - and all this is done under the slogans of "education and training for all" and "recurrent education".

Development of Adult Education and Continuing Training

A radical reform of the contents and form of the courses

The work involved in reforming and transforming the adult education system is now taking place within the framework of a labour market and adult education and continuing training reform, and in 1995 the Minister of Education drew up a 10-Point Programme on Recurrent Education which focuses on special development areas within the area covered by the Ministry of Education. These reforms are a further development of extensive research and development work carried out under different auspices since the mid-80s, including the 10-point programme on the development of adult education and 'folkeoplysning' in 1984.

Development of the institutions

This development for instance led to the creation of the *non-residential folk high schools.* In this provision, the idea of the folk high schools is sought transformed into a new context, namely that of the adult unemployed. The non-residential folk high schools now form part of the publicly funded education system, and they constitute a broad offer of general education, in which not least the unemployed are given an opportunity to prepare themselves for instance for resuming educational activities in the mainstream education system. In connection with their general provision, the non-residential folk high schools can also offer other forms of adult education, for instance through the offer of qualifying general adult education (AVU).

The basic qualifying general education - *general adult education* - has been reformed and transformed into an actual course of adult education which, in respect of contents and organisation, is extremely useful for people with a low level of educational attainment and with a need for basic school knowledge. Among the innovative elements of general adult education there is the open workshop which is an open offer of learning which the course participants can make use of parallel with the normal provision. The offer of general education for adults also comprises the Higher Preparatory Examination or HF-programme. The level of the teaching and competence provided in this programme is the same as that of the Upper Secondary School Leaving Examination. The HF-programme is established as an actual course of adult education and aims at qualifying adults for admission to higher education. The programme can be completed in a two-year coherent course offered at 'Gymnasiums' or in the form of a single-subject provision offered at the same adult education centres which offer general adult education.

For the considerable number of adults who - due to reading difficulties - have been prevented from taking part in society's normal offers of education or normal social life in general, courses in reading have been established which are free of charge and offered in the form of *literacy courses for adults.*

Since the 1960s, *the labour market training courses* have constituted a central element in the supply of education and training courses for the large groups of the workforce who have not completed a qualifying vocational education and training programme. In connection with the ongoing reform work, this area will be given tasks within new vocational areas and will furthermore be given the opportunity to offer courses of education of a longer duration.

In connection with the organisation of education and training offers for special groups, there is often a need for

provisions which cut across different sectors and which include both vocationally oriented and general elements. Such projects are often established in a cooperation between the labour market training courses and general adult education.

Unskilled workers with occupational experience can follow special *adult vocational education and training courses.* They are vocational education and training courses which provide competence as skilled workers and which are organised in a way so that the participants are awarded credit for their occupational experience in the courses.

Open education is one of the latest initiatives and in principle comprises all vocationally oriented courses of education from basic vocational education and training to long-cycle higher education programmes as well as short, condensed courses. The main principle is that adults can return to the education system to update already acquired qualifications or further educate themselves for a higher level of education. The participants can choose to follow the teaching in some subjects or modules of courses or complete an entire course of education, e.g. a Diploma programme or a Master's programme, cf. below. A novelty within this framework is the offer of so-called 'credit-courses' for persons with long-term work experience within the area concerned. The work experience of the participants gives credit for the practical training of the courses. 'Credit-courses' are established for the following programmes: the adult educator training programme and the training programmes for social and health service assistants. The Act on Open Education furthermore makes it possible to offer specially organised courses. These courses make it possible to combine general and vocationally oriented elements in the teaching. Up to 1/3 of the courses may consist in general adult education or other education, including courses offered by private course providers. All teaching is organised at local level. It is thus possible to take account of the participants' and businesses'

possibilities of fitting the educational activities in at different times.

The classical institutions of Danish 'folkeoplysning' - the *folk high school* and the *evening schools* of the adult education associations play a major role and each year offer 'folkeoplysning' to hundreds of thousands of people within their specific general subject-areas. To this should be added that some of the schools take part in project activities in cooperation with other parts of the adult education system where there is a need for the special qualities inherent in 'folkeoplysning'. Nevertheless these institutions are less in focus in the present extensive reform process.

Transverse action areas

The development of the adult education effort in the 1990s has also taken place in a number of areas transverse to the education system.

Guidance

An important element in the adult education policy is an increased guidance and information effort for both participants and businesses. The Danish guidance system within the area of education and training has been closely attached to the different educational institutions, and the guidance is typically taken care of by teachers who have this as a part-time duty. Outside the education system, educational guidance is provided in connection with the vocational guidance provided by the public employment service.

This organisation of the guidance effort has - not least in recent years - proved not to be sufficient both when it comes to the guidance of the individual student and to the education and training initiatives which are established in cooperation with businesses.

In many cases, the individual student has difficulties in getting an overview of the education and training opportunities offered by different institutions. In many cases, the education and training wishes of students are

furthermore offers of education and training which cut across different institutions, and the institution-bound guidance therefore seems insufficient. The businesses' needs for educational planning and lifelong continuing training of their staff furthermore require a guidance and counselling which comprise several forms of education and training.

On this background, experiments are being carried out these years with different forms of open guidance offers established in a cooperation between the public employment service and educational institutions. In many cases, the guidance is established for instance in the form of guidance shops which are located in places where people come regularly.

In order to be able to meet the increasing demands and needs for guidance and counselling, initiatives have furthermore been taken to establish a long-cycle course of education leading to the qualification of guidance counsellor for adults aimed at all those who are dealing with the guidance of adults.

It is furthermore emphasised that the educational institutions take part in local school cooperation on for instance guidance, the organisation of courses of education etc. so that the different types of institutions can contribute to the accomplishment of the task with precisely those things which they are good at. It is characteristic that many of the tasks performed by the adult education courses today require cross-sector cooperation between several courses of education.

Technology-supported learning

Recent years have seen a coordinated and target-oriented extension of the area of "technology-supported" learning, i.e. learning involving the new information and communication technologies. The development in this area has had a slow start - maybe due to the relatively well-developed system and the high rate of participation in the adult education activity. Nevertheless the flexibility in respect of time and place which the use of the new media

can provide is seen as a decisive factor in an education and training effort which is to reach out to the remotest corners.

It is emphasised that the development of technology-supported learning is to combine the flexibility in respect of time and place with a certain group affiliation which takes its point of departure in the common subject-matter of the teaching. It is a feature which can be related to the liberal education dimension of the Danish educational philosophy.

In order to support the technological development possibilities in the courses of education, the Ministry of Education set up a Centre for Technology-Supported Learning (CTU) in 1995 with a view to developing a knowledge basis on the use of the information and communication technologies in education. As the national knowledge centre, the CTU furthermore administers a reconversion fund.

In March 1997, the Ministry of Education initiated the POSEIDON-project which is to promote a coherent and effective integration of IT-strategies in Danish educational institutions at all levels. Ten institutions, which are acting as spearheads for the project, will receive assistance for the development and implementation of a local IT-strategy.

Teacher development programme (LUP)

The need for continuing training and further education throughout life has not only intensified the demands on the educational institutions. The changes in the qualification requirements also make new demands on the pedagogics, methods and expertise of the adult education courses and change the role of the adult education teachers.

The Minister of Education has taken the initiative for a teacher development programme (LUP) which is to clarify the future role of the teacher at all levels of the education system. Under the heading of "the teacher holds the key to innovation", the teacher development programme in particular focuses on differentiated teaching, extended teacher cooperation, educational management,

the teacher as a tutor and the role of the teacher in the multicultural society.

A number of continuing training initiatives transverse to school forms and courses of education are to contribute to enabling the teachers to perform the new tasks - i.a. teacher exchanges between vocational colleges and labour market training centres (AMU-centres), non-residential folk-high schools and adult education centres as well as a new one-year training programme for teachers in adult education.

Competence system for adult education

In the autumn of 1996, the Ministry of Education published a discussion paper on a new parallel competence system for adult education. The basic idea behind this discussion paper is that all adults are to be given the opportunity to tailor a course of education to their own specific needs and that they are to be given credits for their work and life experience. This is to be made possible by rendering personal qualifications visible and by paving the way so that they also lead to a formal competence. Occupational experience will be an admission requirement, and the courses are to build on the work and life experience of the adults.

The discussion paper describes 3 overall aims. They are:

- to create a more transparent structure in the specific adult competencies,
- to generally render the competence acquired in adult education more visible both to the participants and to the employers,
- to add a new dimension to the education system based on the job experience of adults and consisting of short courses of education primarily aimed at improving the job competence.

The system is to consist of 4 new well-defined titles which are intended for adults with a certain occupational experience: *Basic Adult Education - Further Adult Education - Diploma programme - Master's programme.*

The competence is either acquired by completing full programmes or by piecing together a programme from point-giving courses/subjects. The new competence system is not only meant to elucidate the technical knowledge of the adults. It is just as much meant to weight and render visible the personal qualifications which are also in demand in the labour market.

Educational planning

"It is good to know ... and knowledge requires education." Under this heading, the Ministers of Education and Labour introduce a fund which is to support initiatives with a view to educational planning in small and medium-size businesses. It is our experience in Denmark that the big business enterprises are in many cases able to take on the task of maintaining and developing the qualifications of their staff themselves. For small and medium-size businesses it may on the contrary give rise to a number of problems which limit their possibilities of planning the education and training effort. With support from the fund, the businesses can - in cooperation with the labour market authorities and other businesses - get the opportunity to uncover the continuing training needs of their staff. The fund a.o. gives the small and medium-size businesses - if possible in cooperation with each other - a financial incitement to establish an actual human resource and educational planning function.

Job rotation

During the period when the unemployment rate was particularly high in Denmark, many businesses - both in the public and in the private sector - took initiatives in creating so-called "job rotation projects". What in principle happens in such a project is that a group of unemployed are retrained/trained so that they can function as substitutes for a group of employed who are to undergo continuing training. In this way, the unemployed get a lift in terms of education and they acquire renewed knowledge of the labour market and the work situation as such - which is important for unemployed who have a longer period of unemployment behind them, and their possibilities of

finding a job again are thus improved. At the same time, the employed improve their qualifications so that they can be involved in new work processes or new ways of organising the work. The public sector's contribution to the job rotation scheme consists in giving the unemployed and the employed financial support during their education.

Job rotation is still considered to be an important contribution to the upgrading of the qualifications of both the unemployed and the employed - and therefore the labour market authorities contribute financially in such projects.

Senior policy

The retirement age has been declining in recent years so that more and more people are leaving the labour market before the normal retirement age (i.e. 67 years). Due to the demographic changes, the intake of young people to the labour market will drop considerably in the years to come - and at the same time the big year groups of the 1940s will start to leave the labour market.

There is therefore a growing need for the businesses to contemplate how they can create conditions which make it attractive for the older members of staff to remain in their jobs. These contemplations are in many places implemented into an actual senior policy.

It is an important objective for the senior policy to ensure that the knowledge and experience held by the older members of staff are not lost, and at the same time it is to contribute to making the senior members of staff maintain and develop their qualifications - as it is the case with the others. Older members of staff in many cases have a lower level of educational attainment than the younger ones. There will therefore - due to increasing qualification requirements - be a need to initiate education and training efforts with a view to also providing the older members of staff with educational prerequisites so that they can continue to contribute to the production.

Independence culture

In many people's opinion, the industrial society has forced the independence culture into the background in the Danish society. In the post-industrial society, new forms of organisation in working life will require changes of attitude.

In order to meet these requirements, the Ministry of Education has initiated an action programme in the entrepreneurial area. The action programme constitutes a coherent strategy for the contribution of the education system - from basic school to higher education - to the development of an independence culture.

The entrepreneurial issue is seen in the broader perspective in the independence culture:

- An independence culture comprises the personal qualities which are often associated with entrepreneurship such as courage and initiative.
- An innovation culture comprises the working methods and practices which are a.o. connected with the compilation and processing of information as well as the ability to work in networks with people with different professional backgrounds.
- An entrepreneurial culture comprises the particular educational and vocational prerequisites which are connected with the running of one's own business.

Management and Financing

The distribution of responsibility and costs in adult education between many players

There is a considerable public involvement in most forms of adult education and continuing training. The Parliament and the State lay down regulations on the teaching and on the financing or co-financing of the expenditures. The legislation in many cases take the form of framework legislation so that the concrete implementation takes place further "out" in the system - with the local authorities, in the institutions and in the classrooms. (The principle of target and framework management.) The responsibility for the educational activity

is thus distributed between a number of players in accordance with the prevailing decentralisation philosophy. Similarly, the burden of financing is distributed between the State, the municipalities and the users in different ways for the different courses.

The apparatus is trimmed

The legislature a.o. implements the reform of adult education and continuing training by adjusting the legislation pertaining both to the courses and to the institutions in a way so that the "apparatus" is geared in the best possible way to meet the demands made by participants and businesses. Among the more important initiatives is a financing reform which is to ensure "free intake" to adult education. The offer is sought to be made demand-controlled in that the institutions will - as far as possible - get their public funding measured out according to activity (number of participants). Endeavours are made to give all the institutions the same conditions so that they can enter the competition for tasks and participants on equal terms. It is however not without problems to establish this situation for widely different institutions.

It should furthermore be mentioned that one of the elements of the financing reform was the introduction of user payment for a number of continuing training courses. It must be seen as an element of the higher degree of "market control" which there are plans to introduce. In connection with vocationally oriented continuing training, the user payment is to ensure a greater involvement by the social partners in the financing. The rules in principle imply lower user payment for continuing training courses with few requirements as to previous education and higher user payment for the more vocationally oriented courses.

Conditions for Participation

Educational leave makes participation possible

An important action area is the conditions for participation in adult education. It is - in particular when it comes

to groups of people with a low level of educational attainment - found important to reduce the barriers to participation in adult education and continuing training as much as possible. Since 1989, it has been possible for persons without a qualifying vocational education to receive adult educational support, if they wish to take leave of absence from their jobs in order to take part in adult education. Adults with a low level of educational attainment who take part in qualifying courses of education may receive adult educational support for up to 80 weeks. Adult educational support can be awarded to all employed with a low level of educational attainment, including the self-employed. Adult educational support has made it possible for many people with a low level of educational attainment to participate in adult education. Measured in terms of the number of people eligible for support, the scheme has however only had a limited effect.

Next to this scheme, an educational leave scheme has been introduced for all wage earners, including the unemployed. It implies that it is possible for wage earners to take leave to participate in education and training activities of a specific nature for a limited period of time. During the leave, they will receive an allowance in compensation for their loss of earnings. The educational leave has been used a lot both by employed and unemployed and is the most used leave of absence scheme.

Continued Development Gives Rise to New Questions

The quality must be documented

Adult education and 'folkeoplysning' are attributed important functions both in relation to democracy and labour market. Substantial public resources are earmarked for this area. The public sector involvement is considerable. The participation in adult education and 'folkeoplysning' is significant.

But there are still needs for development, and that gives rise to many questions:

Education and training for all?

Is it possible to meet the target of "Education and Training for All" - or are there groups whose qualifications cannot be upgraded by this means? Is it desirable to focus the effort on people with a low level of educational attainment - or should we rather focus on the groups who have already acquired some educational qualifications?

The contents of the courses

Is it education in the traditional sense of the word that there is a need for - or should we rather aim at other forms of learning, e.g. in-house training? Does the existing offer of education and training have the right composition of the different elements which form part of it - or should there be another balance between the elements? Do we know enough about the competence which the different education and learning activities lead to - or do we need a more precise description of what the participants learn?

Management and financing

Is the public sector's role in adult education and continuing training properly defined - or are there areas which should

be left to the businesses or to private initiative and areas which the participants should rather take on themselves without public intervention and support? Is there a need for a more transparent structure in the education system - or is the present generous and varied offer best suited when it comes to meeting the needs for education and learning? Will the introduction of stronger "market mechanisms" in the education system provide sufficient incitements for the desired development?

In the discussion of these questions, the focus will to an ever increasing extent be put on questions of quality in the adult education and continuing training courses. The education system will very specifically have to document its quality and account for the profit gained by the participants.

Adult Education in Denmark - How, Who and Where?

Non-Qualifying or Non-Formal Education

'Folkeoplysning'

The fundamental freedoms of 'folkeoplysning' are: the free choice of topics, free participation, free initiative, the free choice of teachers and for children and young people the free choice of accomodation.

It is therefore also the aim of the Act on the Allocation of Financial Support to 'Folkeoplysning' to ensure that the free activity of 'folkeoplysning', i.e. adult education associations and other associations, including sports and youth associations, receive support with due respect for the peculiarity and self-administration of the initiator.

Anybody can in principle take the initiative in starting up leisure-time education and 'folkeoplysning' activities, but the provision is primarily taken care of by the adult education associations. The provision is dominated by courses of a duration of between 30 and 60 hours. Creative subjects make up approx. 40% of the total activities, physical education and relaxation exercises approx. 25% and languages approx. 15%.

A committee on 'folkeoplysning' made up of user representatives and municipal council members must be set up in each municipality. The activity is financed partly by municipal grants partly by user payment. The public grants must as a maximum constitute 2/3 of the teacher salary expenditure. On average, the participants pay DKK 5-700 for a course.

Act on the Allocation of Financial Support to 'Folkeoplysning' (Consolidation Act No 560 of 20 June 1996).

The university extra-mural department

The university extra-mural department in Denmark had a very difficult start - not only because of some university researchers' general opposition against the "popularisation" of the results of their work but also because of opposition from the folk high school movement who claimed that they were already taking care of the enlightenment of the general public. But after the second world war and in particular after the establishment of the independent extra-mural department in Copenhagen in 1966 the development accelerated, and the extra-mural department is now a nation-wide offer organised in 5 departments in the university towns and by approx. 135 local university extra-mural department committees.

It is the aim of the activity of the university extra-mural department to disseminate knowledge about the methods and results of university research. The teaching is organised in the form of lectures and courses normally of a length of 12 lessons of 2x45 minutes. The latter constitute the major part of the activity today.

No particular qualifications are required for participation, but it is the aim to keep up a reasonable scientific level at courses and lectures. The main focus of the subject-areas are on the humanities and social sciences - only approx. 15% of the courses are offered within the subject-areas of the natural sciences and medicine.

The universities must make premises complete with the necessary equipment available for the activity - the higher education institutions concerned defray the expenses incurred in doing so themselves. In addition, the State allocates grants for the remuneration of teachers, lecturers and for travel allowances and administration. The user payment must at least constitute 1/4 of the expenses for the remuneration of the teachers and 1/3 of the expenses for the remuneration of the lecturers.

Act on the Allocation of Financial Support to 'Folkeoplysning' (Consolidation Act No 560 of 20 June 1996).

Folk high schools

In 1844, the first folk high school was established in Rødding. Among many others, the Danish clergyman, philosopher, poet and politician N.F.S. Grundtvig had argumented that it was necessary that the people who at that time were given influence on the development of society should also have the "enlightenment" which would enable them to use this influence in the right way. It was the aim of the folk high schools then as it is today to offer a provision of a general educational nature as well as social interaction in courses, the main aim of which was popular enlightenment.

The participants are for the majority younger adults who use the stay as a platform for further education. There are however also some folk high schools whose target audience are persons who have left the labour market.

The folk high schools are private, self-governing institutions which primarily offer 2 types of residential courses: short 1-4-week and long 5-32-week courses. The contents of the courses are organised by the schools without any central control.

The courses are financed partly by the participants partly via State subventions. One of the long courses costs the participants DKK 1400 per week on average, the short ones cost around DKK 2000 a week. This corresponds to approx. 15% of the total course expenses. Most municipalities allocate grants towards the user payment.

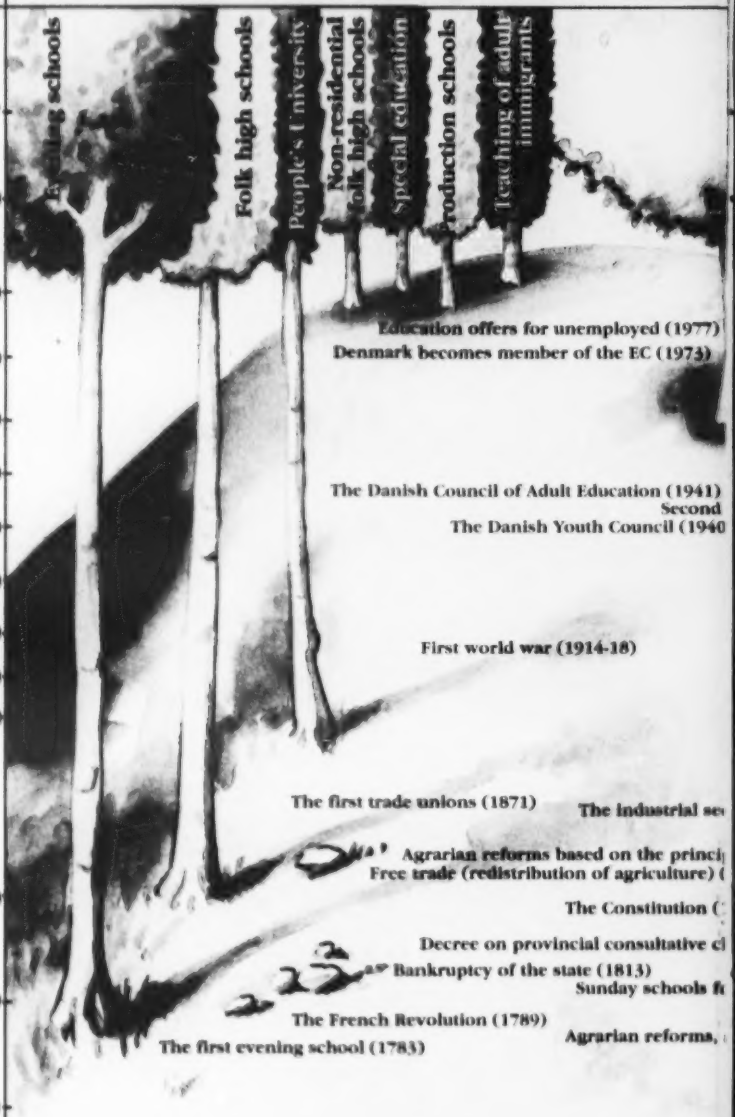
In Denmark, there are 104 folk high schools, and there are furthermore 25 home economics and textile design schools with the same objective as the folk high schools - but with the focus on home economics or textile design subjects.

Act on Folk High Schools, Continuation Schools, Home Economics and Textile Design Schools (Consolidation Act No 569 of 20 June 1996).

Development of the Danish population
publicly funded adult education and c

(The width of the tree crowns are proportional to the percentage of student

Population (mio. inhabitants)	GDP distributed on sectors of industry 1) (1)	(2)	(3)	Year
5.2	4	24	72	1997
				1990
				1980
				1970
				1960
4.3	19	36	45	1950
				1940
				1930
				1920
				1910
2.4	33	24	43	1900
				1850
1.4	51	22	27	
0.9				1800
0.7				1750


Folk high schools
People's University
Non-residential folk high schools
Special education
Production schools
Teaching of adult immigrants
Education offers for unemployed (1977)
Denmark becomes member of the EC (1973)
The Danish Council of Adult Education (1941)
Second
The Danish Youth Council (1940
First world war (1914-18)
The first trade unions (1871)
The industrial se
Agrarian reforms based on the princi
Free trade (redistribution of agriculture) (
The Constitution (
Decree on provincial consultative c
Bankruptcy of the state (1813)
Sunday schools f
The French Revolution (1789)
Agrarian reforms,
The first evening school (1783)

1) Note: Sectors of industri: (1) Primary sector (agriculture, fishery etc.), (2) Secundary sector (mar

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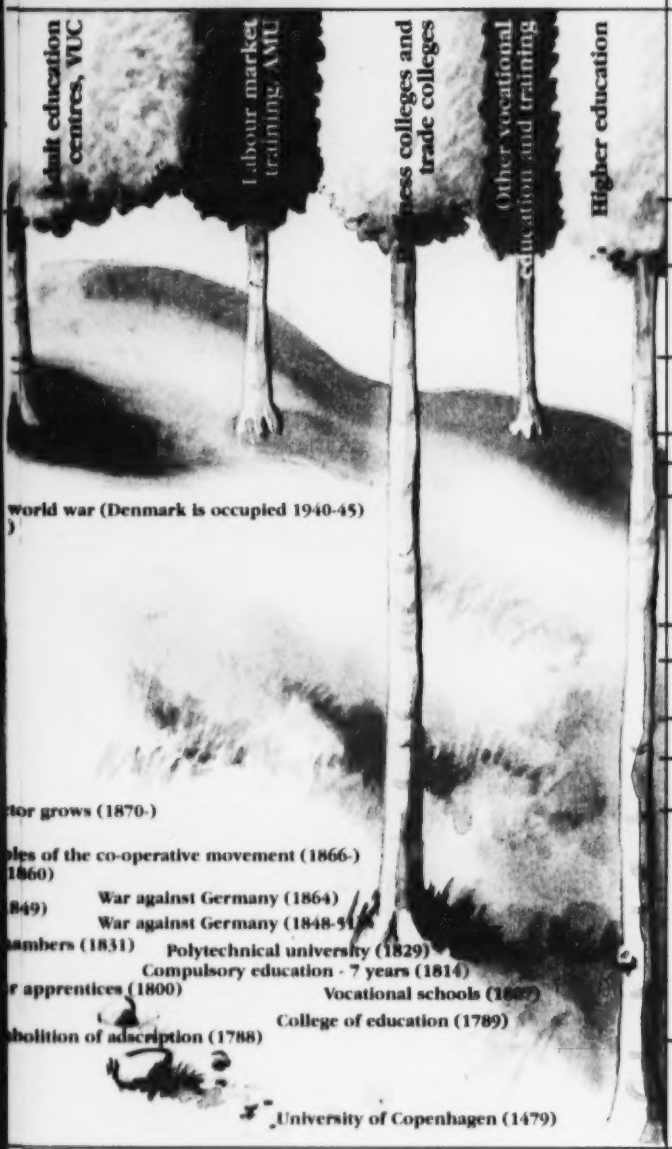
, sectors of industry and ontinuing training institutions

ull-time equivalents, 1996)



Technological data

- The use of the internet is popularised (1993)
- The use of personal computers is popularised (1985)
- The first man on the moon (1969)
- Sputnik (1957)
- Television broadcasts (1954)
- The first atomicpower plant (1952)
- Radio broadcasts (1922)
- The first airline company (1918)
- Production of Ford T (1908-)
- Invention of diesel engine (1893)
- The telephone is put into use (1881)
- Invention of the double-acting steam engine (1783)

ifacture, industry etc.), (3) Tertiary sector (services)

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Non-residential folk high schools

At the end of the 1970s, the first non-residential folk high schools were established in Denmark. It was their task to alleviate the worst effects of a development of society which made it impossible to offer employment to all those who may want it. The residential folk high schools constitute no real opportunity for the target group: adults (in particular unemployed adults) over 18 years of age, as the participants are required to leave home and family for a period of time.

A non-residential folk high school course aims at creating contexts which are instrumental in developing the self-esteem, self-confidence and dignity of the individual person with the point of departure in his or her own experience. It is the overall aim to improve the participants' possibilities in relation to the labour market and the education system. The courses are most often organised as full-time instruction of 4-20 weeks' duration.

The non-residential folk high schools are established as private, self-governing institutions with a municipal basic grant and a grant per participant from the State (taximeter grant). There are approx. 200 non-residential folk high schools distributed all over the country.

Act on Production Schools and Non-Residential Folk High Schools (Act No 449 of 14 June 1995).

Production schools

The production schools originate in the employment projects which were organised for young people at the end of the 1970s and the beginning of the 1980s, and like the non-residential folk high schools they form part of the educational measures to combat unemployment. The target group of this provision is young unemployed between 18 and 25 years of age who are offered a combination of education and production programmes. The distinctive feature of these schools is this particular interaction between theory and practice, and educational and vocational guidance has a central place in the course.

The schools have continuous intake, and the stay is of variable duration. In principle, nobody leaves the production school without an offer of either continued (qualifying) education or a job.

The production schools are private, self-governing institutions with mixed municipal/State funding combined with income, if any, from the sale of the school's production. There are 107 production schools in Denmark.

Act on Production Schools and Non-Residential Folk High Schools (Act No 449 of 14 June 1995).

Special education and literacy courses for adults

Persons with physical or mental handicaps are offered special education or special educational assistance after the end of compulsory education. This provision aims at alleviating or limiting the effects of these handicaps with a view to furthering their possibilities of active participation in social life.

The contents of the provision must be adapted to the prerequisites, skills and needs of the individual participant.

To this should be added that all adults who feel impeded by insufficient reading, spelling and writing skills may ask for and have a right to an instruction which improves these skills to such an extent that they will be able to read and understand ordinary everyday texts and communicate in writing.

This area is administered by the counties. Special education for adults takes place in the county's own institutions and/or in institutions which have entered into an agreement with the county - typically adult education associations. The literacy courses typically take place at adult education centres (VUC) or are offered via adult education associations which have entered into an agreement with the county to do so.

Act on Special Education for Adults and on Literacy Courses for Adults (Consolidation Act No 866 of 7 November 1995).

Qualifying education

This group comprises on the one hand courses the primary aim of which is to lead to further education (general education) and on the other hand courses which provide direct vocational competence.

Most courses are offered both on a full-time basis, also in the daytime and in the form of single-subject courses held in the afternoon or evening so that the participants can hold a job next to the studies.

General education

General adult education

It is possible for adults to improve or supplement their general qualifications by taking part in courses at basic school level but which are adapted to the needs and prerequisites of adults. General adult education thus provides the same competence for further education as the leaving examinations of the 'Folkeskole' (Danish primary and lower secondary school).

It is a single-subject system where the participants choose subjects according to their individual needs. Core subjects are Danish, mathematics, science, social studies and foreign languages.

The counties defray the expenses for general adult education. The participants do however have to pay a registration fee of DKK 200, irrespective of the number of subjects. The teaching takes place at the approx. 75 adult education centres of the country.

Each adult education centre has a centre council with representatives of the local social partners, the municipal and county authorities as well as the teachers and course participants of the adult education centre.

Act on General Adult Education (Consolidation Act No 557 of 20 June 1996).

Higher Preparatory Examination and academically oriented single-subject courses

It is possible for adults to take part in a course leading to the Higher Preparatory Examination which is a general

and academically oriented course of education. The offer comprises on the one hand the 2-year course for the Higher Preparatory Examination which mainly takes place at 'Gymnasiums' and on the other hand academically oriented single-subject courses which in particular take place at adult education centres.

The course aims at entrance to higher education.

Act on Courses leading to the Higher Preparatory Examination and on Academically Oriented Single-Subject Education for Adults (Consolidation Act No 563 of 20 June 1996).

The Upper Secondary School Leaving Examination

It is possible for adults to follow a 2-year course leading to the Upper Secondary School Leaving Examination, a slightly changed and more concentrated version of the 'Gymnasium' course which is primarily designed to give young people a 3-year general education in continuation of the basic school (9th or 10th form).

The course is completed with an Upper Secondary School Leaving Examination which among other things qualifies for admission to higher education.

The Upper Secondary School Leaving Examination can also be taken on a single-subject basis over a longer number of years.

Act on the Gymnasium (Consolidation Act No 564 of 20 June 1996).

Teaching of adult immigrants

Immigrants (the word also covers refugees in this context) over 18 years of age have a right to Danish language instruction which enables them to function in the Danish society on equal terms with the Danish population. The teaching must be of such an extent that the individual participant as a minimum obtains a knowledge of Danish which enables him or her to get a job or start a course of education at basic level.

In addition to the Danish language instruction, they must be offered teaching in Danish social conditions. In

connection with the teaching, they must be offered educational and vocational guidance.

If a person asks for such instruction, the course must commence within the next three months. As a main rule, they must be offered at least 18 weekly lessons for 40 weeks a year.

The provision is the responsibility of the counties, and it takes place at approx. 70 language schools belonging to the adult education associations or the Danish Refugee Council as well as at a limited number of other schools.

Act on the Teaching of Adult Immigrants (Consolidation Act No 655 of 29 June 1994).

Vocationally oriented courses of education

Labour market training

The labour market training courses comprise vocationally oriented adult education and continuing training as well as courses clarifying the competence of unskilled persons and persons with a vocational education and training qualification.

It is the aim of the labour market training courses:

- To maintain, develop and improve the vocational qualifications of workers in accordance with the needs of the labour market.
- To relieve readjustment and adaptation problems in the short term.
- To contribute to creating a total lift in terms of qualifications in the labour market in the long term.

Qualifying courses of 4-6-weeks' duration on average constitute the nucleus of the labour market training courses, but the offer can also be provided as full-time, part-time and divided courses, courses held in the daytime, in the evening or at weekends - all depending on the form the institutions find reasonable both from a financial and a pedagogical/qualitative point of view. The same rules do however still apply for the distance learning provision.

It is the responsibility of the educational institutions to offer courses which meet the needs of the labour market, and they must a.o. also ensure an offer of courses with a limited basis of participants. They must furthermore take part in the information and guidance of businesses and citizens.

The courses can be offered at AMU-centres, of which there are 24 in the country, as well as at certain vocational colleges.

Act on Labour Market Training Courses (Consolidation Act No 97 of 23 February 1996).

Adult vocational education and training

Adults can follow a vocational education and training programme on equal terms with young people, but it is possible for them to be exempted from parts of the programme, if they have special educational or occupational prerequisites. The decision which is individual lies with the trade committee responsible for the individual programme. Adults may in this way get credit for their participation in various courses or have previous relevant occupational employment replace parts of the practical training period in connection with a vocational education and training programme.

The vocational colleges furthermore offer courses which are specially organised for adults.

Act on Vocational Education and Training (Consolidation Act No 789 of 28 September 1996).

Open education

In the past decade, it has been possible for adults to participate in longer vocationally oriented courses of education divided into smaller modules - open education.

The individual educational institutions are free to offer and receive grants for open education within all the subjects and courses they are already approved to offer. The institutions can offer courses on part-time basis and on full-time basis for up to one year. The courses can be offered both in the daytime and in the evening. One of the

requirements is therefore that the courses must be organised in all due consideration of the adult participants' practical possibilities of combining education and labour market affiliation.

Although non-vocationally oriented educational institutions cannot themselves offer open education, it is possible for them to contribute in open education in specially organised courses of education.

Distance learning is included as a possible form of organisation under the Act on Open Education.

Act on Open Education (Act No 508 of 30 June 1993).

Educational support

In Denmark, we have a number of support schemes which can on different conditions be used in connection with participation in adult education:

- The Danish State Education Grant and Loan Scheme (SU)
- Leave benefits, including adult educational support (VUS)
- Education and training allowance for the unemployed and for participation in labour market training courses (AMU-allowance)
- Unemployment benefits
- Social cash benefits

The State Education Grant and Loan Scheme

Adults may be awarded State education grants and loans (SU) in connection with their participation in qualifying courses of education, general adult education (AVU) etc. on full-time.

Act on the State Education Grant and Loan Scheme (Consolidation Act No 430 of 22 May 1996).

The education and training leave scheme

It is the aim of the education and training leave scheme to

- increase the employment by creating a greater circulation and job rotation in the labour market
- improve the qualifications of the entire workforce
- create better possibilities for the personal development of the individual.

Employed wage earners (upon agreement with their employers), self-employed as well as unemployed, who are members of an unemployment insurance fund, may get support for up to a year.

Education and training leave can be obtained by persons over 25 years of age, who fulfil certain conditions with regard to labour market affiliation and membership of an unemployment insurance fund.

A positive list has been drawn up of the offers which can be used. It includes all the publicly approved courses, excluding however the long-cycle and medium-cycle higher education courses. In practice, they can follow courses of less than 2 years' duration.

Act on Leave Schemes (Consolidation Act No 7 of 9 January 1995).

Adult educational support

It is possible for adult wage earners, self-employed and assisting spouses with a short school and vocational education and training course behind them to take part in general and vocationally oriented education - according to their own choice - during working hours.

In order to be eligible for adult educational support, the course participant has to be employed, be between 25 and 60 years of age, have a short school and vocational education and training course behind them, have been employed for a minimum of 6 months on full time or hours corresponding to full time in the present place of work and the employer must accept the leave.

It is possible to get adult educational support for educational activities of up to 80 weeks on full time - or correspondingly longer part-time education. A maximum

of 40 weeks can be used for participation in education which is neither qualifying for further studies nor for occupational employment. A maximum of 16 weeks can be used for participation in education which has not been established according to law (e.g. courses under the adult education associations).

Act on Support for Adult Education (Consolidation Act No 1157 of 20 December 1995).

Active labour market policy

The public employment service has a number of tools for unemployed adults which they can use to activate the unemployed with - in addition to actual job placement. They are

- information and guidance
- individual action plans
- job training and/or pool jobs
- enterprise allowance for setting up a business enterprise
- and the provisions and possibilities of education applying to unemployed members of an unemployment insurance fund.

On the basis of the individual action plan, the unemployed may be offered education and training either within the mainstream education system or as a specially organised course.

The same rules apply to young people under 25 years of age who have a right and obligation already after 6 months of unemployment to accept an offer of education and training of a total duration of a minimum of 18 months.

Act on an Active Labour Market Policy (Consolidation Act No 112 of 27 February 1996).

Municipal activation

For people whose capacity for work is still intact but who for some reason are receiving social benefits, the municipality must establish educational or occupational

activities which can improve the participants' opportunities of returning to the labour market. The municipalities must ensure that the social benefit recipients are offered guidance and counselling prior to the offer concerned.

After an individual assessment, the social benefit recipient may be granted a special self-start allowance which corresponds to the enterprise allowance in pursuance of Act on an Active Labour Market Policy.

Act on Municipal Activation (Consolidation Act No 36 of 26 January 1996).

Table 1

Number of schools and participants - grant-awarding bodies and user payment

Publicly funded adult education and continuing training

Type	Number of schools	Course partici-pants 1)	Studerat full-time equiva-lents 1)	Grants			User payment
				State	Counties	Municipalities	
'Folkeoplysning' (evening schools)	2.800	1.090.000	26.200	(Consultary activities and staff training + consultancy)	(Premises)	Premises, salary of teachers and principal	Yes, 1/3 of teacher salary
The People's Univer-sity (University extra-mural department)	140	190.000		The activity as such, premises			Yes, 1/3 of teacher salary, 1/4 in the case of lectures
Folk high schools	104	39.900	5.900	Participant taximeter 2), building grants		Student support, if any	Yes
Non-residential folk high schools	200	37.300	5.900	Participant taximeter		Basic grants to the schools,support to participants, if any 3)	Yes (varies)
Production schools	107	15.500	4.600	Participant taximeter		Basic grants to the schools, support to participants	No
Special education and literacy courses for adults	?	30.000	?		Entire activity	Support to participants, if any	No
Adult education centres, VUC (AVU and hf)	75	317.500	37.600	Support to participants, if any	Entire activity	Support to participants, if any	Registration fee
Teaching of adult immigrants	73	40.200	?		Entire activity	Support to participants, if any	No
Labour market training, AMU	23	267.200	11.400	Participant taximeter, operational grants, support to participants 4)			No

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Business colleges and trade colleges	??	332.000	19.300	Participant taximeter,			User payment
Other vocational education and training	??	42.700	4.100	Participant taximeter			User payment
Universities and colleges of education	??	105.200	8.900	Participant taximeter			User payment
Other higher education	??	46.400	6.900	Participant taximeter			User payment

Data: 1996

Sources: National Statistics Office of Denmark, Ministry of Education, Directorate General for Employment, Placement and Vocational Training and Danish Research and Developement Centre for Adult Education.

Notes:

1) A course participant is a person studying a subject offered. A student full-time equivalent corresponds to one student on full time for a whole year.

2) The participant taxameter releases a certain grant to the institution per student full-time equivalent. The size of the grant varies from institution to institution and/ or from subject to subject.

3) The support to participants may be on an educational support scheme (VUC, AMU, Folk high schools and Production schools) or indirect support to the participants in that they receive unemployment benefits or social benefits during the course. For some groups of participants, the social welfare offices pay course fee etc. in connection with the participation. In connection with the courses under the open education system (vocational education and training excl. AMU) as well as higher education, the employers will in some cases pay some or all of the user payment.

4) Also financed via a fund to which employees and employers contribute with equal amounts (AUD).

Table 2

Groups of participants distributed on sex and labour market affiliation
Publicly funded adult education and continuing training

	Sex (%)		Labour market affiliation (%)		
Type	Men	Women	Employed	Unemployed	Outside the workforce
'Folkeoplysning' (evening schools)	26	74	50	8	42
Folk high schools	38	62	51	14	35
Non-residential folk high schools	25	75	10	69	21
Production schools	57	43	5	69	26
Adults education centres, VUC (AVU and hf)	29	71	32	31	37
Labour market training, AMU	59	41	49	44	7
Business colleges and technical colleges	51	49	75	22	3
Other vocational education and training	52	48	90	8	2
Universities and colleges of education	38	62	93	4	3
Other higher education	45	55	87	12	1

Notes: Data: 1996. There are no statistical data for the People's University (university extramural department), special education and the teaching of immigrants.

Sources: The evening schools: Danish Research and Developement Centre for Adult Education. The rest: National Statistics Office of Denmark.

Table 3

Level of educational attainment
Publicly funded adult education and continuing training - selected school forms

School form/Educational attainment (%)	(1)	(2)	(3)	(4)	(5)
Production schools	80	0	0	0	20
Adult education centres, VUC (AVU and hf)	74	12	2	0	11
Folk high schools	47	38	0	0	15
Labour market training, AMU	44	4	48	0	0
Open education (vocational and higher ed.)	8	6	52	29	3

Legend
(1) Basic school
(2) General upper secondary education
(3) Vocational education and training
(4) Higher education
(5) No data

Notes: Data: 1993, production schools 1996.

Sources: Ministry of Finance (1993), Ministry of Education (1996).

Useful addresses

Ministries

Ministry of Education
Undervisningsministeriet
Frederiksholms Kanal 21-25
1220 Copenhagen K.
Phone: +45 33 92 50 00
Fax: +45 33 92 55 47

Department of Youth and Adult Education
Folkeoplysningsafdelingen
Frederiksholms Kanal 25D,
1220 Copenhagen K.

Department of Vocational Education and Training
Erhvervsskoleafdelingen
H.C. Andersens Boulevard 43,
1553 Copenhagen V.

Department of Upper Secondary Education
Gymnasieafdelingen
Frederiksholms Kanal 25B,
1220 Copenhagen K

Department of Higher Education
Universitetsafdelingen
H.C. Andersens Boulevard 40,
1553 Copenhagen V.

Ministry of Labour
Arbejdsministeriet
Holmens Kanal 20
1060 Copenhagen K.
Phone: +45 33 92 59 00
Fax: +45 33 12 13 78

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Directorate General for Employment, Placement and Vocational Training
Arbejdsmarkedsstyrelsen
Blegdamsvej 56,
2100 Copenhagen Ø.
Phone: +45 35 28 81 00
Fax: +45 35 36 24 11

Royal Danish Ministry of Foreign Affairs
Udenrigsministeriet
Asiatisk Plads 2
1448 Copenhagen K.
Phone: +45 33 92 00 00
Fax: +45 31 54 05 33

Ministry of Social Affairs
Socialministeriet
Holmens Kanal 22
1060 Copenhagen K.
Phone: +45 33 92 33 77
Fax: +45 33 93 25 18

Norden (The northern countries)

Nordic Council of Ministers
Nordisk Ministerråd
Store Strandstræde 18
1255 Copenhagen K.
Phone: +45 33 96 02 00
Fax: +45 33 96 02 02

Nordic Folk Academy
Nordens folkliga akademi
Nya varvet
Box 12024
SE - 402 41 Göteborg
Sweden
Phone: +46 31 69 56 00
Fax: +46 31 69 09 50

Counties

The Association of County Councils in Denmark
Amtsrådsforeningen
Dampfærgevej 22
Postboks 2593
2100 Copenhagen Ø.
Phone: +45 35 29 81 00
Fax: +45 35 29 83 00

Municipalities

The National Association of Local Authorities in Denmark
Kommunernes Landsforening
Gyldenløvesgade 11
1600 Copenhagen K.
Phone: +45 33 12 27 88
Fax: +45 33 12 23 50

Organizations

Danish Council of Adult Education
Dansk Folkeoplysnings Samråd (DFS)
Bredgade 36
1260 Copenhagen K.
Phone: +45 33 15 14 66
Fax: +45 33 15 09 83

Danish Youth Council
Dansk Ungdoms Fællesråd (DUF)
Scherfigsvej 5
2100 Copenhagen Ø.
Phone: +45 31 29 88 88
Fax: +45 31 29 83 82

The Danish Cultural Institute
Det danske Kulturinstitut
Kultorvet 2
1175 Copenhagen K.
Phone: +45 33 13 54 48
Fax: +45 33 15 10 91

Labour Market Associations

Danish Employers' Confederation
Dansk Arbejdsgiverforening
Vester Voldgade 113
1790 Copenhagen V.
Phone: +45 33 93 40 00
Fax: +45 33 12 29 76

Danish Industry
Dansk Industri
Nørre Voldgade 34
1787 Copenhagen V.
Phone: +45 33 77 33 77
Fax: +45 33 77 33 00

Danish Federation of Trade Unions
Landsorganisationen i Danmark (LO)
Rosenørns Allé 12
1634 Copenhagen V.
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Research

Danish Research and Development Centre for Adult Education
Udviklingscenteret for folkeoplysning og voksenundervisning
Tordenskjoldsgade 27
1055 Copenhagen K
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Danish Research Centre of Adult Education
Royal Danish School of Educational Studies
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4000 Roskilde
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Fax: +45 46 75 40 26

Danish National Institute for Educational Research
Danmarks Pædagogiske Institut (DPI)
Hermodsgade 28
2200 Copenhagen N
Phone: +45 31 81 01 40
Fax: +45 31 81 45 51

Danish Institute for Educational Training of Vocational Teachers
Danmarks Erhvervspædagogiske Læreruddannelse (DEL)
Rigensgade 13
1316 Copenhagen K
Phone: +45 33 14 41 14
Fax: +45 33 14 19 60

Nornesalen - Center for Research on Life Enlightenment and Cultural Identity
Nornesalen - Forskningscenter for folkelig livsoplysning
Svendborgvej 15
Ollerup
5762 Vester Skerninge
Phone: +45 62 24 39 66
Fax: +45 62 24 28 66

Further reading

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Facts about Denmark

With its 43,000 km² and a population of a little more than 5.2 million, Denmark is one of the smaller states of Europe. Approx. 70% of the population live in urban areas, and just under a third live in the greater metropolitan region (the Copenhagen area).

Denmark is a constitutional monarchy. The democratically elected parliament, the Folketing, lays down the legislation which is administered by the State in cooperation with regional and local authorities (counties and municipalities).

The proportion of old people is relatively high and on the increase. The present youth year groups are small; the birth rate has however been growing since the mid-80s.

The proportion of women in the workforce is relatively high (1.3 million women of a total of 2.8 million). The unemployment has been falling in recent years, and in 1997 it was approx. 8% on an annual basis. More than half the workforce holds an upper secondary qualification.

In Denmark, substantial public grants are allocated to adult education. Since the mid-80s, the decision-making competence has largely been decentralised from the State (in particular the Ministry of Education and the Ministry of Labour) to regional and local authorities or to the individual schools and institutions. The teaching within adult education is now largely conducted by self-governing institutions which are - within the legislative framework - free to organise the form and contents of the teaching themselves (target and framework management).

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